

The Southern Baptist EDUCATOR

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June 2-5, 2001 in Lexington, Kentucky

ASBCS Annual Meeting to Provide Help for Fund Raising and Financial Management

by **Tim Fields**

The annual meeting of the Association of Southern Baptist Colleges and Schools will provide help for fund raising and financial management for participants June 2-5 at Marriotts Griffin Gate, Lexington, Kentucky.

Georgetown College with President William H. Crouch, Jr., will host the meeting. Between 200 and 225 participants are expected to attend. The theme for the meeting is "Assure the Future."

The meeting normally is limited to presidents and chief academic officers, but will be expanded this year to

include chief business officers and chief development officers.

Bob Agee, executive Director of ASBCS, said that feedback from the 500 participants at the National Education Colloquium, sponsored by ASBCS last June in Williamsburg, indicated a need

(continued on page 2)

Loan Program Assists in Earning Doctorates

A scholarship/loan program for faculty and administrators of Southern Baptist-related colleges, universities and seminaries provided \$92,538 in awards to 35 individuals at 17 educational institutions during 2000.

The Southern Baptist Foundation (SBF) of the Southern Baptist Convention administers the program, which awards the loan funds twice each year to faculty and administrators of eligible institutions.

According to Margaret Cammuse, loan administrator for the SBF, the program is designed to assist full-time faculty and administrators at qualifying Southern Baptist Educational institutions in attaining doctoral degrees.

The degrees must be earned from accredited graduate institutions. Loan applicants must be full-time employees of the faculty or administration of the six Southern Baptist seminaries or Southern Baptist-related educational institutions that receive financial support from their state Baptist Convention through Cooperative Program funds for operations, are promoted by their state Baptist Conventions as part of the convention's programs and ministries, and whose governing boards are elected by the state convention.

Bob Agee, executive director of the Association of Southern Baptist Colleges and Schools (ASBCS) and a member of the loan review committee, said the program has been vital in helping hundreds of faculty and administrators at ASBCS member schools to attain doctoral degrees.

"The loan program has greatly strengthened the academic standing of the Association's 54 member schools and the six Southern Baptist Convention seminaries," Agee said. "We are grateful to the Southern Baptist Executive Committee for allowing our schools to participate in this valuable program.

Also serving on the loan review committee are Doug Hodo, president of Houston Baptist University and board chairman of the ASBCS, and Tom Kinchen, president of The Baptist College of Florida.

After completion of the doctorate, loan recipients must agree to repay the loan in kind through service in a qualifying Southern Baptist Educational institution. Recipients are given \$2,000 credit toward repayment of the loan for each academic year of service completed. Recipients who cease to be employed by qualifying institutions must begin immediately to repay the loan with interest.

Additional Qualifications

- The applicant must be an active member of a Southern Baptist church.
- The applicant must have been accepted in a program of study leading to a doctoral degree in a regionally accredited institution and must have officially informed the administration of the institution where currently employed of the intention to seek a doctoral degree.
- The applicant must plan to complete the doctorate within five years from the date of first registration in the institution unless unusual circumstances justify a request for an extension.
- These loans do not apply to those doing doctoral work at a Southern Baptist theological seminary. An exception might be made in an unusual case.

How to Apply

To request an application form, contact the Southern Baptist Foundation SBC, 901 Commerce, Nashville, Tennessee 37203, (615) 254-8823. Applicants are advised to send in the form and all supporting documents as early as possible. All supporting documents for the application should be received before January 15 of each year for summer term and before September 15 of each year for spring and following terms.

CONTENTS

- 1 ASBCS Annual Meeting
- 1 Loan Assists in Securing Dotorates
- 2 Proposed Bylaw Change
- 2 Call for Nominations
- 3 H. I. Hester Lecture:
The Call and Challenge to Global
Relevance
- 6 Litany: Our Missions Calling
- 7 The Importance of Presidential Vision
- 8 Center Insert *CGE News Bulletin*
- 9 Campus Report
- 10 Legal Notes
- 11 Classified Ads
- 12 Names and Faces
- 14 Gifts and Grants
- 15 Comment: The Value of
International Involvement
- 16 Directories Order Form

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Publisher: Bob R. Agee, executive director/treasurer, ASBCS

Managing Editor: Tim Fields, director of communications, ASBCS

Editorial Assistant: Tammy Drolsum, administrative assistant, ASBCS

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POSTMASTER: Send address changes to:

ASBCS Operations & Communications Office
917 Harpeth Valley Place
Nashville, TN 37221-1141

To contact the publisher write:

Bob Agee, executive director ASBCS
Executive Offices

P. O. Box 11655 Jackson, TN 38308-0127

E-mail: bob_agee@baptistschools.org

Send news items to:

The Educator

E-mail: tim_fields@baptistschools.org

917 Harpeth Valley Place
Nashville, TN 37221-1141

Fax: (615) 662-1396

Phone: (615) 673-1896

"Legal Notes" is designed to provide accurate and authoritative information on legal issues facing Southern Baptist-related higher education. It is provided with the understanding that the publisher and editors are not engaged in rendering legal counsel. "Legal Notes" is not intended as a substitute for the services of a legal professional. If your institution needs legal counsel, a competent attorney should be consulted.

Annual subscription is \$8.00.

Annual Meeting...

(continued from page 1)

for additional training opportunities for auxiliary professional groups at ASBCS member schools.

Agee said that in response to the requests from faculty and administrators, the annual meeting will be expanded in coming years to include not only presidents and chief academic officers but select groups of professionals from member schools.

Conferences featuring specialists in selected disciplines will assist the schools in training personnel with cutting edge information and technology.

Workshops at this year's meeting will include sessions on fund raising and financial management for Christian colleges, universities and schools.

George Marsden, professor of philosophy and author from Notre Dame will deliver The Hester Lectures on Sunday and Monday evenings. The topic for his lectures is "The Quest to be Distinctively Christian in the Academy."

Gordon Caswell, preeminent fund raiser and estate planner, will deliver the Hester Lecture on Tuesday morning entitled "The Future of Fund raising for Christian Institutions."

The ASBCS Board will meet Sunday, June 3, and the annual business luncheon for presidents and chief academic officers will take place Monday, June 4.

Georgetown College will host a reception and banquet for all participants and their spouses on Monday evening.

Registration forms for the meeting will be mailed to schools in early March and will be published in the April *Educator* and on the ASBCS website at www.baptistschools.org. ■

OFFICIAL NOTICE

Bylaw Change to be Proposed at ASBCS Business Session

A proposed change in the bylaws of the Association of Southern Baptist Colleges and Schools (ASBCS) will be presented during the annual business luncheon Monday June 3 at Marriotts Griffin Gate in Lexington, Kentucky.

The change, approved by the ASBCS Board of Directors last June in Williamsburg, would remove the limitation for a school to be located in the United States in order to be a member of the association.

The current bylaws were adopted September 26, 1996 in Mobile, Alabama, during a special called meeting of the Association.

The bylaw change requires a two-thirds majority and written notice of the vote must be made at least 30 days in advance of the annual business meeting.

Doug Hodo, ASBCS board chair, said the proposed change will enable the association to expand its membership to schools in Canada and other countries that have expressed an interest in joining the association.

The change would remove the underlined words from the current purpose:

ARTICLE 2

Purpose

2.1. The purpose of this Association shall be: To provide and maintain an organization through which educational institutions located in the territory of the United States and currently or historically cooperating with Southern Baptists may work together in promoting the interests of Christian Education.

Voting members of the Association include the president and the chief academic officer from each of the 54 ASBCS schools.

A CALL FOR NOMINATIONS

for the 2001 Charles D. Johnson Outstanding Educator Award

QUALIFICATIONS: The award must be given to a person as opposed to a corporate entity, foundation, etc. There is no restriction of the rank, title, or position of the person—only that the awardee must be a person who has made a significant contribution to Southern Baptist Higher Education. The Board encourages nominations other than presidents and vice presidents of member schools and encourages nominations of those who have made a significant impact or contribution beyond a single institution.

Please send name of nominee together with supporting materials to:

Bob Agee, Executive Director, ASBCS, P.O. Box 11655, Jackson, TN 38308-0127

The Call and Challenge to Global Relevance in the New Millennium

Editor's Note: This article is adapted from the Hester Lecture delivered at the National Education Colloquium, June 4-7, 2000 in Williamsburg, Virginia, sponsored by the Association of Southern Baptist Colleges and Schools. Jerry Rankin is president of the International Mission Board in Richmond, Virginia.

by Jerry Rankin

While visiting one of our mission fields some time ago, I was driving down the highway when the missionary I was with pulled over to the side of the road. I thought he must be having car trouble because we were in the middle of nowhere. He explained that the odometer had just turned over another 10,000 miles, and when all those zeros rolled up it was a reminder to him to stop and thank God for the automobile that Southern Baptists provided so he might more effectively fulfill his calling. Most missionaries would see their vehicle as an entitlement and take it for granted, so I was deeply moved as we prayed a brief prayer for this blessing of God.



Jerry Rankin

As our global odometer has turned over to a two and three zeros, we are confronted with (1) a futuristic timeframe of the new millennium, (2) an expanded context of global perspectives, and (3) a challenge for relevance in the midst of accelerating change. Rather than seeing this as simply a transition from the present to the future, we should be deeply grateful for the privilege God has given us to prepare successive student generations for the opportunities of the new millennium.

It is important to be reminded that an educational institution is not about the present but about preparation for the future. I wish I had more fully realized that as a student, when the focus of my concerns was passing the exam, finishing the research paper on time and accumulating sufficient credits on my transcript to graduate and move on with life. However, I'm not altogether certain that my professors in college and seminary were not seeking to prepare me for their world rather than the world of the future as they recycled knowledge and insights of a past generation. The challenge for relevance is becoming more elusive today than in my student generation.

At the risk of over-simplification I would like to launch some of my observations with a familiar verse, John 3:16. "For God so loved the world that He gave His only begotten Son, that whosoever believes in Him shall not perish but have everlasting life." We tend to have an egocentric theology that focuses primarily on ourselves and our world. I was taught to personalize this verse by inserting my name—"for God so loved Jerry Rankin..."—and I'm thankful that He does, and

the world for which Christ died includes me. However, the world for which Christ died is not just the world of our beautiful campuses with well-appointed offices and manicured lawns. It is not just the affluent suburbs of sprawling ranch-style houses and mothers with a load of kids in the ubiquitous SUV.

That world includes a little country the size of Arkansas with 180 million people whose lives and future hopes are devastated by perennial cyclones and tidal waves. It includes the island of Java in Indonesia with 120 million people in an area the size and shape of Tennessee trying to survive the ethnic violence that is sweeping their society. It includes India, a nation that has now reached one billion people in a land area one-third that of the United States. If we had the same population density there would be three billion people in the U.S. Can you imagine what that would do to our economy, our social security system and healthcare plans? The world for which you are preparing students in the new millennium is one in which the demographic reality of leap-frogging from one billion to six billion people in a given geographic area must be taken into consideration.

The world of the new millennium is also one that is characterized by rapid urbanization. This is seen in Uruguay where half the population is in Montevideo, and half the people of Peru have migrated to Lima. The explosive growth of cities like Buenos Aires, Jakarta, Cairo, Istanbul, Calcutta and Bombay have broken down infrastructures and created social challenges that defy solution. Forty cities in China have more than a million people. It is not Mexico City, Sao Paulo and Tokyo, which have reached and exceeded 20 million people, that are the largest in the world today, but a city many of you have not even heard of—Chungking in China—with 32 million. I considered myself as a city boy growing up because I did not live on a farm or ride the school bus into town. I lived in the city with 1,500 people and was ill-equipped to be confronted with the realities of urbanization as we know it today.

Globalization is certainly a characteristic of the new millennium as communication, transportation and international commerce have brought the world closer. You can see events anywhere in the world as they happen on CNN and other newscasts, but instead of bringing the world closer and into greater unity, there is more fragmentation than ever before. What was once the Soviet Union is now divided into 19 independent republics. We used to think that Yugoslavia was a country, but it was all artificial as the Serbians, Bosnians, Slovenians, and Croats all asserted their uniqueness and autonomy at a tremendous cost in lives and communities ravaged by war. This same pattern has been played out in Rwanda, the Congo, Liberia, Sierra Leone, Angola and Myanmar. Our western provincialism is being geographically challenged as we hear of places like Dagestan, Bashkortistan

(continued on page 4)

The Call and Challenge to Global Relevance...

(continued from page 3)

and Chechnya. Countries are no longer the familiar-sounding names of Brazil, Mexico, France and Kenya but Eriteria, Djibouti and Bhutuan.

This world of the new millennium for which you are preparing students is one that is not improving in its quality of life due to our advanced technology; it is a world that is increasingly subjected to suffering. The images of fighting and refugees in Bosnia and Kosovo had not faded from our minds when we were confronted with landslides in Venezuela that claimed 16,000 lives and floods in Mozambique that destroyed one-third of the country. Floods in middle America and earthquakes in Istanbul, in Taiwan and in Indonesia remind us how fragile our world is and raise issues regarding our responsibility in response to such suffering.

It is also a world of increasing political and economic upheaval that is difficult to comprehend. There is no more a clear-cut dichotomy between East and West, Communist and Free. Wars used to be fought over clearly understood ideological issues or justifiable claims of territory, but now the more than 40 armed conflagrations around the globe are more likely characterized by anarchy and criminality of oppressed masses seeking to assert themselves against whoever is in control.

How can we reconcile a heated economy and a booming stock market in America and lining our pockets with greater wealth while new strains of disease resistant to vaccines become more widespread? AIDS will claim one-fourth the population of some African countries, leaving the work force in shambles and a mass of orphans needing care. Unpredictable climactic conditions destroy the hope of stable agricultural productivity, and debilitating national debts cloud the prospects of many countries from becoming significant participants in the global community of the new millennium.

Is the education you are providing preparing students to live in this kind of paradoxical world? Is this what our Baptist colleges and universities are about? Who is issuing the call and challenge for relevance in the new millennium? Is it Southern Baptists, our grass-roots constituency? Probably not, as they are primarily interested in issues of orthodoxy and academic freedom. Is it your board? They are more likely focused on the bottom line of resources, reputation and enrollment. No, it is the unique nature of our schools and colleges, identified as Baptist, that carries with it a spiritual component that issues the call and challenge to relevance.

The God who said, "Go, and disciple the nations," and "Be My witnesses to the uttermost ends of the earth," is the source of our challenge. Could this be the time referred to by the prophet who said, "Look among the nations and be amazed, for I will do a work among you which you would not believe, even though it were told you" (Habakkuk 1:5). God is at work in our world today, and it is He who confronts us with the call and challenge to relevance. I would like to share what I think are the three essential elements of responding to this challenge.

1). Look. The first command of our Lord was not to go, to witness, to disciple, to baptize, but the first imperative we read in the gospels was the command to look! In John 4:35 Jesus said to his disciples, "Do not say, 'There are yet four months and then comes the harvest.' Behold, I say to you, lift up your eyes, and look on the fields, for they are already white unto harvest."

The first challenge in this kind of world is to look. Look beyond your campuses. Challenge students to look beyond aspirations of fulfilling the American dream to a world in need and what they have to offer. Why would Mark Pierce, MD, leave his position as top researcher for AIDS at Vanderbilt

Medical Center to go to Uganda and minister where the disease is so rampant? Why would a cardiovascular surgeon like Jasper McPhail leave a reputable and affluent practice in Memphis to go to India as a medical missionary and in going open the door to Southern Baptist ministry and witness on the sub-continent? Why would Henry Deneen, a gifted young lawyer and special assistant

to the governor of South Carolina walk away from a promising career to become a strategy coordinator and attempt to reach one of the most restricted countries in Northern Africa? Why would Mark Brister, after an outstanding career as adjutant in the Air Force, respond to God's call to an unevangelized Central Asian country and find himself with an opportunity to restructure the criminal justice system in that country?

If you are not expanding the world view of your students, you are depriving them of what they need in the new millennium. The challenge is to look, to have a vision for the future. It is a challenge to construct new curriculum and boldness to set new directions. You have probably heard the story of two men who went elk hunting. After bagging a huge buck, they were trying to get it back to their pickup. They had its legs tied over a pole on their shoulders, but the antlers kept dragging into the ground and impeding their progress. After a while one of them suggested they go the other direction and the antlers would drag more smoothly. It worked fine and they were able to move at a rapid pace when one of them observed they were getting farther from the pickup! What you do and the way you do it is important, but it makes a difference which direction you are going! In his book *Leading Change*, Kotter quotes a management expert who said, "An organization is in decline if it ever finds itself adapting its work to fit the organization." The organization, your curriculum and method of instruction are not ends in themselves, but simply the means to your objective. If the external changes going on in our world exceed the internal changes, then we are moving toward irrelevance and ineffectiveness. We must embrace change because our world is constantly changing, but it is important that it be in the right direction.

In a recent consultation with other mission agencies, a young executive of an effective, growing, cutting-edge mission group said that in their planning process they are constantly asking three questions: What not? What next? What else? He said that in order to stay relevant in the future they

If you are not expanding the world view of your students, you are depriving them of what they need in the new millennium.

must constantly be facing what they should not be doing and what they should cease. They then ask what they should do next in order to look at something new, not just continue or be constantly improving the status quo. Then the real challenge for vision comes after planning for the future by asking "What else?" God would say, "Look to the future. Catch a vision of the world beyond our ethnocentric provincialism."

2). Love. After we were commanded to look, Jesus still did not say to go or to witness; the next imperative of our Lord was to love. "You shall love the Lord your God with all thy heart...and your neighbor as yourself" (Mark 12:30-31). You can provide the most excellent academic environment with the latest technology and educational tools. You can provide practical equipping through internships, study abroad and a shift from the classroom to mentoring programs. However, if your institution is not influencing students in a deeper relationship with God that results in their giving of themselves to others instead of living for themselves, you are not preparing them to be relevant in the new millennium. It is not a matter of equipping them for personal acclaim and success. They will not be up to the challenge unless they are trained in the four years under your watch to give of themselves, their knowledge, their wealth and their talents to meet the needs of a lost world.

This verse is followed by the story of the good Samaritan as Jesus wanted to emphasize that the point of loving your neighbor is not directed toward someone like me with whom I'm compatible, but it means reaching out cross-culturally to those who are racially or economically different. I John 3:17 says, "Whoever has this world's goods and beholds his brother in need and closes his heart against him, how does the love of God abide in him." Jesus said, "Greater love has no man than this, that a man lay down his life for his friends."

For you see it is only a motivation of love that will lead one to give of one's life. This is the example expressed by our heavenly Father in John 3:16. It is not the fact of lostness and the needs of the world that will motivate us to respond and give of ourselves. We are well aware of the suffering of people in our world and their lostness without Christ. Yet when the International Mission Board reaches 5,000 missionaries, that will be only .03 percent of Southern Baptists. We know the Great Commission of our Lord that commanded us to disciple the nations, but we are not motivated by obedience or out of an obligation to do what even our Lord told us to do. The only thing that will motivate us and our students to give of ourselves and relate to the world in the new millennium is a passion and love for God that is expressed in a love for others.

J. E. Conant in his book, *Every Member Evangelism*, made an observation that helps us understand this important concept. "The Great Commission is sufficient authority to send us after the lost, but it is not sufficient motivation. For it is not the authority of an external command, even the command of our Lord, but the impulse of an indwelling

presence that sends us after the lost." For your institution to respond to the call and challenge for global relevance it must have a vision of the future and equip students to look, to see the world beyond themselves. It must nurture them to have a passion and love for God that would translate in a love for others. Only then will they be prepared to give of themselves to make a difference.

3). Live. Finally, it was only after Jesus told us to look and to love that we are prepared to live. The command was to go, but the Greek syntax reveals that what He actually said was, "As you are going." In others words as you live your life it should result in discipling the nations. Your students should hear God saying, as He did to Israel in Isaiah 49:6, "It is too small a thing that you should be my servant to raise up the tribes of Jacob...I will make you a light to the nations so that My salvation may reach the ends of the earth."

The group of more than two hundred journeymen who were commissioned in 1998, many of them from your schools, realized this. One of them was designated to share a testimony. He said that, as recent college graduates, most of them were 22 years old. That meant that they were born in 1976 when Southern Baptists launched Bold Mission Thrust. Now God had called them to devote these two years to complete Bold Mission Thrust and help reach everyone in the world for Jesus.

For your institution to respond to the call and challenge for global relevance it must have a vision of the future and equip students to look, to see the world beyond themselves.

God is at work as we move into a new millennium. I was a part of our Global Strategy Group at the IMB in the mid-1980's. No one ever suggested, even in our most visionary, futuristic planning, that we would flood the former Soviet Union and Eastern Europe with missionaries in just a few years. No one ever dreamed that we would have more personnel in China than ever before in our mis-

sions history. We have had seven consecutive years of record missionary appointments, but what amazes me are the places they are going. We cannot publicly identify where half the new missionaries are being assigned because God is breaking down the barriers and opening doors that would have been unbelievable a few years ago. Who would have imagined that you would be building relationships and sending faculty and students to universities in China, Central Asia and Northern Africa through the Consortium for Global Education?

Once again, as God said through Isaiah, "Do not call to mind the former things or ponder things of the past. Behold, I will do something new, now it will spring forth; will you not be aware of it?" God is, indeed, doing something new. Let us not be unaware of it and fail to prepare our students to respond to the call and challenge of global relevance.

One of my favorite books in growing up was a childhood version of Washington Irving's novel, *Rip Van Winkle*. I found it amusing to think of someone actually sleeping for 20 years, and when he woke up, familiar places had changed. The neighborhood pub was in shambles. His wife and dog did not recognize him. At that time I missed the point of the

(continued on page 6)

The Call and Challenge to Global Relevance...

(continued from page 5)

narrative that he had slept through the American Revolution and the birth of a new country.

The disciples of our Lord had a similar experience. As

Jesus agonized in prayer in the Garden of Gethsemane, the disciples slept. It had been a long day. They had other experiences when Jesus was caught up in extended time with the Father, but how could they sleep at such a critical time? They could sleep because they did not realize that God was doing something now. They did not know that at that moment He was about to do something new in purchasing redemption for a lost world, and that it was a night when all hell was conspiring to keep Jesus from the cross.

Like the disciples we are in danger of sleeping as we enter a new millennium. We sleep because in our lethargy and indifference we fail to recognize the darkness of the night in the suffering and lostness of a world in which God has

called us to live. We fail to realize that God is doing something new, and He is doing something now!

If there is a single verse that I believe represents the call and challenge to global relevance in the new millennium it would be II Samuel 5:24. David recently had become king; he had been in one battle against the Philistines, and now they were coming against him once again.

May we nurture our students to have such a passion for God that they will give of themselves and be prepared to live lives that will glorify and exalt Him as they serve others.

David, with a heart for the Lord, sought God's wisdom and guidance. God told him to place his troops on each side of the valley, and in verse 24 He says, "And when you hear the sound of marching in the tops of the mulberry trees, move out; your God goes before you."

As we move into a new millennium, may we have a vision to look and see the future and a world in

need as a world of opportunity. May we nurture our students to have such a passion for God that they will give of themselves and be prepared to live lives that will glorify and exalt Him as they serve others. I hear the sound of marching in the tops of the mulberry trees. God is saying, "Move out, for I go before you!" ■

Litany: A Celebration of Our Missions Calling

Editor's Note: James Porch, executive director of the Tennessee Baptist Convention and board member of the Association of Southern Baptist Colleges and Schools, presented the following litany during the National Education Colloquium last June in Williamsburg, Virginia.

LEADER: "Go therefore and make disciples of all nations and . . . I am with you always." (Matthew 28:19-20)

Educators: We celebrate the MAJESTY of missions, and as believers and Christian educators, accept our Lord's assignment and His promise to accompany us in this noble venture.

LEADER: "Teach them to observe all I command you." (Matthew 28:20)

Educators: We celebrate the MARVEL of missions and the challenge of Christ's expectation of us to nurture a student-missions people cognizant of His trust in us to disciple His followers.

LEADER: "And as you go, preach, saying the kingdom of heaven is at hand." (Matthew 10:7)

Educators: We celebrate the MESSAGE of missions and affirm the priesthood of believers as necessary in exploring and interpreting the gospel for immediate delivery of the possibility for new life in Christ.

LEADER: "We have a great cloud of witnesses surrounding us . . . all who died in faith." (Hebrews 12:1; 11:13)

Educators: We celebrate our MEMORY of missions through personal tribute to the called out of God equipped through liberal arts study who in sacrifice, patience, and faithfulness established our Baptist heritage of mission consciousness.

LEADER: "For God so loved the world that He gave His only begotten son." (John 3:16)



Jerry Rankin at a missionary appointment service

Educators: We celebrate the MOTIVE of missions and accept God's act of redemption and continuous grace to us as sufficient cause for our mission's incentive to show Christ's love to a lost world.

LEADER: "You shall be my witnesses." (Acts 1:8)

Educators: We celebrate the METHOD of missions and welcome our defined role to tell our story of personal redemption and envision our college communities as forums for exposure to effective missiology honoring the integrity of the gospel and respecting all persons made in God's image.

LEADER: "I will also make you a light to the nations so that My salvation may reach to the end of the earth." (Isaiah 49:6)

The Importance of Presidential Vision to an Educational Institution's Success

Editor's Note: This article is adapted from an address given during the National Education Colloquium, June 4-7, 2000 in Williamsburg, Virginia, sponsored by the Association of Southern Baptist Colleges and Schools. E. Bruce Heilman is chancellor of the University of Richmond, Virginia.

by E. Bruce Heilman

I believe that successful presidents perceive their success even before they achieve it. They know where they are going and how they intend to get there, so all that remains is the journey. Thus the road to success becomes an exciting adventure and not a burdensome struggle.

1. Vision is a key element of a president's leadership.

Jim Fisher, in one of his publications, says, "vision is a key characteristic of the effective leader." It is "having and holding a goal, a commitment, even a dream that is greater than the organization itself and possessing certain ideas about how the dream can be achieved." According to Fisher, "the effective leader sustains the vision and does not allow it to be swallowed up by time and specific plans: the dream must always be there first. Specifics will evolve, but they only serve to accomplish the dream." Father Heshberg, former president of Notre Dame, has said "there is no single characteristic so common in outstanding leaders" as vision.

An article from *Trustee* magazine suggests that a good president provide visionary leadership in "developing, articulating and implementing a mission and vision that leads the institution toward an inspiring higher purpose." Again from *Trustee* magazine, I read, "outstanding presidents truly lead and inspire their institution. They encourage the board, alumni, faculty, staff and students to fulfill the school's mission and vision."

Further says the article, "they attract trustees, faculty, students and funds. They focus the institution on its highest priorities. They are creative diplomats who gather alliance to bring about change."

2. Vision in the abstract does not usually produce great results. The following points clarify this fact:

- **A president's vision, if it is to be realized, must be communicated in such a manner as to be believable and inspiring to others.** Vision has no boundaries, but vision without communication to others amounts to little or nothing. I believe vision that can be communicated effectively to others grows out of an unselfish commitment that is larger than the one holding the vision. It must be large enough to encompass the interests and commitments of many.

The visionary president has superb communication skills, and therefore is able to inspire consensus so that others follow his or her leadership. A visionary is not usually just one of the boys, or girls as the case may be. One may have a friendly presence and be warm and genuine, concerned and interested, but rarely gets too involved in an intimate sense with those being led. The president remains on the leadership platform if he expects to influence and inspire those who are being led.

"How one's vision is transmitted has to do with style, and

style distinguishes leaders from others.... Style," says Fisher, "combines many things: energy, visibility, decision-making, humor, trust, integrity, dress, appearance, and personal habits. Above all else, it does not pander to every popular idea and fancy or attempt to be all things to all people."

Such "leaders comport themselves as if they have... limitless enthusiasm and persistent dedication, enabling others to embrace the dream." This comes with their strong commitment to that which they embrace. Visionaries are not day-dreamers. Vision does not come from a lazy mind; there is adrenaline behind vision.

- **A visionary president, if he or she is to be effective, must be a prudent risk taker.** "A ship in harbor is safe, but that's not what ships are built for." There is a connection between risk-taking and leadership success. This is not recklessness, but informed insight. A strong visionary is not satisfied with the status quo, and calculated risks are necessary to initiate and maintain momentum. With all deliberate speed the visionary president identifies opportunity, analyzes the information at hand, consults others, and then makes decisions. Such a leader is not afraid to go out on a limb where the fruit is. A visionary goes for what's right, not necessarily what's popular.

- **A visionary president has confidence in himself but does not demand self-aggrandizement.** A visionary leader has confidence not only in visions but also in self. In Revelation 3:8 we read, "behold I have set before thee an open door and no man can shut it." the visionary truly believes that he holds the destiny of his cause in his hands, and that a door is open that no man can close, and that most locked doors are in the mind. Further, he believes that the world steps aside to let anyone pass who knows where he's going.

Vision has no boundaries, but vision without communication to others amounts to little or nothing.

A visionary realizes that his vision is long-term and that his successor may get some of the credit for results of that vision. Likewise the successor may receive benefit and credit that should have gone to his or her predecessor. It's a trade-off. While accepting the fact that "the early bird gets the worm," the visionary realizes that it's the second mouse that gets the cheese.

One who is overwhelmed with his own ego may not be able to externalize enough to see possibilities beyond his own narrow ambition. Great things can be achieved only if one doesn't care who gets the credit.

- **A president's vision should extend to the recruitment, retention, and support of colleagues capable of exploiting that vision.** To pursue a vision successfully requires not only confidence in self, but confidence in colleagues who have the capacity to help bring that vision to fruition. Unless the president is willing to delegate extensively, little time will be available for pursuing the vision.

A visionary leader has the capacity to select colleagues who are capable in their area of specialization. If a president is a wonderfully visionary leader otherwise, but cannot hire a business officer capable of balancing the budget, that one is not apt to successfully accomplish the dream. If he employs a dean who alienates the faculty, efforts to accomplish his goal will be impeded.

A visionary president involves his senior colleagues in the work of board committees. They in turn service those committees not for their own purposes, but as representatives of the president and his agenda. The board in turn works through these administrators to reinforce the leadership of the president.

If I have managed to provide visionary leadership over the years it is because of my capacity to identify good colleagues. At the University of Richmond over 28 years, we have maintained a vision so persuasive that we attracted and employed 12 excellent senior administrators who, after serving effectively for 5 to 10 years, moved on to presidencies where they have provided their own visionary leadership.

• **A president must be capable of reducing his vision to a plan of action.** Someone has said, “planning without action is futile and action without planning is fatal.” Planned action toward the vision should be the result of leadership on the part of the president. The president must light the way, lead out in action, plant the stepping stones, create the excitement and make things happen.

It goes without saying that the reality of high success can seldom be realized unless first there is a dream. Many dreams never see the light of day, but if dreams do survive the night, they become visions. This transformation is activated by converting what is vague and surreal into practical and workable ideas and projecting them into the future. Thus it becomes possible to act upon these as ambitions when they have been codified into a plan of action.

Following input from all parties within the institution, the plan should be tested in the crucible of trustee deliberation, which becomes a means of further educating the board and clarifying the vision further. Thus, the board becomes motivated to stronger support of the plan.

With visionary leadership, what would have seemed impossible prior to planning will prove not only plausible and doable, but desirable and noble as well as essential. Those who would have settled for small success without a plan now comfortably accept the challenge of bold action to greater things. Irrespective of the value of planning, the vision should never be allowed to get lost in the rigidity of the document. The plan should adapt to the vision, not the other way around.

• **A president’s vision is worthless unless it is compatible with that of the governing board.** The president’s vision is meaningful only if it can be conveyed to his board and becomes their vision as well as that of the president. Unless the vision is mutually acceptable, it is either for naught or it will simply fade away and die. The visionary president, to be successful, must have a board or develop one capable of making possible their fondest dreams.

“Without vision the people perish.” So say the Holy Scriptures. Thus without vision on the part of those who carry the authority and hold in trust the institution, it too will perish, or at most it will wallow in mediocrity. Having vision on the one hand, and converting that vision to results on the other, are two different things. This is where the chief executive’s leadership is so important.

Above all else a visionary president must be reinforced by a strong and active board of trustees. That means retaining those who have proven their loyalty and interest and adding others who can help advance the vision of the institution. Somewhere I read, “the average trustee or volunteer would do most anything within his power to help the institution with which he is identified. However, he will not do anything to help unless he is asked to do something specific. The average trustee did not get up this morning and ask himself, “what can I do to help my college today?”

Though it may seem a paradox, the president is the instrument through which the board’s vision is implemented, while the board is the instrument of the president in implementing his vision. Unless each is willing to exploit the other for the good of the institution, not a lot is going to happen.

Charles Elliott, a past president of Harvard said, “The best type of trustee is one who sees the college not only as it is—but as it ought to be. Further he said, “trustees and presidents learn together. They learn to be bold and therefore they break down old obstacles existing in the minds of many, most of which were psychological, resulting from a sort of institutional hardening of the arteries.”

“Boards have a life of their own whether or not they are conscious of that fact or take note of it. Every board has a special culture, a history, a style and an approach to its responsibility. Boards are often bogged down by an unspoken agreement that things will continue as usual without much change from what is and has been.” This calls to mind the fact that, “if we always do what we’ve always done, we’ll always get what we’ve always got.”

Thus, boards must look to presidents to lead them, and sometimes change them, if there is to be strong progress toward a vision. Standing alone, the president is relatively ineffective. While he might see into the future, he has no means for progressively moving forward without the strength, influence, and commitment of his board.

With all this understood, I have emblazoned in my mind some admonitions, which I take into account as I seek board members. John Gardner said, “the best-kept secret in America today is that people would rather work hard for something they believe in than to enjoy a pampered idleness.”

John Steward Mills said, “give me one man with a belief and I’ll do more than with 99 who have only an interest.”

Again, Gardner said, “man fulfills himself in work. Properly challenged, he will strive for higher goals than ease or leisure.”

A visionary president keeps these realities ever before him as he seeks to build a strong board.

• **After all is said and done, to bring vision to fruition, a**

(continued on page 10)

The president must light the way, lead out in action, plant the stepping stones, create the excitement and make things happen.

PRESIDENTIAL VISION...

(continued from page 5)

president must be able to garner financial resources adequate to open the doors behind which vision is often locked. While the governing board may be responsible for making adequate resources possible, the president's job is on the line if it doesn't happen. Few presidents survive long when resources are unduly limited, irrespective of their other virtues. Some last a long time with limited capabilities if they can substantially enhance the fiscal strength of the institution.

Nothing has more practical impact on fundraising than the vision of the president. Such vision is not that which is seen through a glass darkly but one that's clear and evident and that stirs the confidence of the development people from the top throughout along with all the volunteers. People respond to the big picture, the long view and the bold plan.

Institutions don't grow stronger and add to their components by themselves. They are pushed and pulled by strong leaders, first and foremost their presidents. I know of a half dozen colleges and universities whose presidents are here today that have been moved from small to large, from weak to strong, from mediocre to magnificent, and from obscurity to obvious quality.

The presidents involved are visionaries, and the momentum

that they have maintained came from knowing where they are going and how they intended to get there. It takes vision, planning within that vision, and resources to make possible all that can be perceived.

I leave you to your own inclinations to either visualize success and pursue it or fail to recognize opportunity and regret it.

I believe that vision best grows out of knowledge and experience with the spice of deep-held commitments added to the mixture. So with Patrick Henry in his 1775 observation, I say, "I have but one lamp by which my feet are guided and that is the lamp of experience. I know of no way of judging the future, but by the past."

A president's vision does not grow in a vacuum. It is cultivated. It emerges out of circumstances and characteristics and then explodes into something exciting, uplifting and fulfilling.

I believe it to be clear that a successful president is more than a manager or administrator. He is a dreamer and visionary who sees the future before it arrives. He anticipates good where bad exists, he perceives how weakness can be turned into strength. He does not see through a glass darkly, rather his vision is clear.

I know what vision is because of my experiences. I have seen the end result. Vision is part faith, part confidence, part expectation, and part determination. For we cannot visualize what we cannot believe. ■

Campus Report



Averett College to Become University

After more than two years of planning and study, the Averett College Board of Trustees announced that Averett College will become Averett University on July 1, 2001.

"In adopting the name Averett University, the Board of Trustees affirms Averett's position as an innovative, small, private university that gives students the individual attention traditionally associated with small liberal arts colleges along with the advantages found at comprehensive universities," president Frank R. Campbell said.

Baylor University: Baylor University established a new program in Baptist studies, administered through the department of religion. "We will repackage already existing courses to provide a broad set of methodologies and curricula that will help students investigate Baptist life and thought in its broadest sense—history, theology, polity, mission, a whole variety of studies in a Baptist denominational context," William

Brackney, chairman of the religion department, said.

Bluefield College: Bluefield College has dedicated the Don and Maria Cox Visual Arts Center. The state of the art facility resulted from renovation of the old boiler building on campus.

Carson Newman College: Carson-Newman College held a groundbreaking ceremony January 12 for the construction of two new 21,000-square-foot apartment-style residence halls. The ceremony launched a two-year, \$9 million construction and renovation project for the institution.

Campbell University: Campbell University's Athletic Training/Sports Medicine Program became one of only 130 programs in the nation to be accredited by the Committee on Accreditation of Allied Health Education Programs (CAAHEP). "It's the gold standard of athletic training education," program director Paul Plummer said.

Graduates of the Athletic Training/Sports Medicine program must master 700 competencies in five semesters. "The goal of the program is not only the mastery of these clinical skills but their real-life application," Plummer said.

Campbellsville University: A group of

Campbellsville students traveled to Arlington, Texas, to Philadelphia, Penn. or to the Middle East to do ministry work. While the mission trips were financed partially through fund raisers, the majority of the money was provided by parents, jobs held by the students or love offerings given in exchange for revival teams. In addition, three stateside and five international mission trips are scheduled for Spring 2001.

East Texas Baptist University: The new Ornelas Football Stadium was completed and dedicated two years ahead of schedule, hailing the return of Tiger football after a 50-year absence. A gift from Joseph Z. and Louise Ornelas enabled completion of the stadium.

Georgetown College: Georgetown College announced plans for the Center for Commerce, Language and Culture, designed to blend the academic programs of business and economics and foreign languages into our integrated academic technology-driven economy. The Center eventually will be housed in a 42,000-square-foot facility slated to open in 2003. Long-range plans include possibly adding the department of political

(continued on page 15)

Legal Notes

by Jim Guenther



Planning Crucial in Disciplining Students for Misconduct

The article of discipline is the most difficult in American education. Premature ideas of independence, too little repressed by parents, beget a spirit of insubordination, which is the great obstacle to science with us and a principle cause of its decay since the revolution. I look to it with dismay in our institution, as a breaker ahead, which I am far from being confident we shall be able to weather.

—Thomas Jefferson

As bleak as the horizon looked to Jefferson, his dismay would have been greater if he had known what we know today: Colleges and universities discipline students at the risk of being sued and at the risk that a court will punish the school for punishing the student. This risk does not mean that the school should abandon discipline. It does mean, however, that the school should discipline in light of the risk.

If a student sues because he was expelled after being given a failing grade, the court is likely to defer to the school's judgment. Typically, the court reviews academic judgments by asking if the judgment "was such a substantial departure from academic norms" to evidence arbitrariness or the absence of professional judgment. (U of Missouri v. Horowitz).

However, if a student sues because he was punished for non-academic behavior, a court may not be as deferential to the school. Courts think they are more competent to evaluate the evidence and the fairness of the school's procedure when it comes to an assault charge than when the issue is the quality of a student's literary criticism.

To discourage students from suing and to increase the school's likelihood of winning suits that are filed, schools should carefully draft their codes of student conduct. A school should not simply copy the code of another institution. A college's code of student conduct should reflect the school's mission. As the American Association of University Professors has put it, the code should be what the school "considers essential to its educational mission and its community life." Thus, a small, private, church-related, liberal arts college would likely have a code different in many respects from a large state university.

The code clearly should put a student on notice of the kinds of misconduct that may

be punished. For example, the school must be clear if it means to discipline students even for misconduct that occurs off-campus and is unconnected to a school function.

Sometimes the student will sue, claiming the evidence did not support the school's finding. In making these adjudications, the school's representatives should step back from the heat of the moment and ask exactly what evidence they have that the court will find admissible. They should determine whether or not the evidence is sufficient to convince a court that the school was justified in concluding that the student was guilty.

"Everybody knew John was stealing the computers" won't do the job.

A student may sue because he thinks he was not treated fairly. A state school is obliged to comply with the 14th amendment and not "deprive any person of life, liberty, or property, without due process of law."

However, even a state school's student disciplinary processes are not required to match up to the procedural safeguards of a criminal case in the courts. In fact, the school, public or private, should make clear that its procedures are not the equivalent of those found at the courthouse, and should avoid legalistic language, such as "defendant" and "beyond a reasonable doubt," in its policies and procedures.

A private school is required to deliver what it promised. The disciplinary procedures described in the student handbook may be viewed by the courts as a promise.

Further, the private school's procedures must be fundamentally fair and reasonable. Fairness requires that the student be precisely informed of the charges. If he denies the charges, he should be told of the evidence against him, and he should have an opportunity to be fairly heard in his defense. Before he is punished, he should have an opportunity to put on evidence in mitigation of the severity of punishment.

The school should give the student a right to appeal, not to have the case reheard, but to have the evidence weighed again and to test the processes that were used against what the school said would be used and against a standard of fairness. The appeal allows the school an opportunity to correct

any problem in the fairness of the decision and of the process—perhaps a last chance before a court reviews it.

However, if a student's conduct threatens his own safety or the safety and well-being of the campus community, the school's rules may provide that he be suspended immediately and without a hearing. The hearing should take place promptly thereafter.

Students who are expelled are the most likely to sue. When they do, the complaints they make typically include one or more of the following statements:

- The process that was followed was not the process in the handbook, and the handbook process is contractually owed to me.

- The conduct was outside the school's jurisdiction.
- I did not have fair warning that the conduct was punishable.
- I did not get a written statement of the charges.
- I did not have time to prepare a defense, or I was not afforded a reasonably prompt hearing.
- I was not allowed to see the evidence against me, or I did not get to see it prior to the hearing.
- I was not permitted to cross-examine witnesses.
- I was not permitted a reasonable opportunity to present evidence.
- I was not allowed to bring my lawyer.
- The same person prosecuted me, acted as judge and argued against me on appeal.
- I was punished more severely than other students who committed the same offense, and that happened due to my race, my gender, or my national origin.

The school should contemplate such complaints and draft its code and processes in light of what a court probably will find was appropriate. When the school encounters what Jefferson called the "breakers," the school will know what it should do; it will have a plan, and then it only needs to work that plan. ■

Jim Guenther is a partner in the law firm of Guenther, Jordan & Price, P.C. in Nashville, Tennessee. (615) 329-2100

A college's code of student conduct should reflect the school's mission.

MATHEMATICS**Assistant Professor of Mathematics.**

Qualifications: Ph.D. or D.A. in mathematics or an Ed.D. in mathematics education. Preference will be given to the candidate who has secondary and/or middle school teaching experience. Successful candidate will assist in strengthening a successful program in mathematics teacher education and in contributing to a B.S. in mathematics. Teaching responsibilities include, but are not limited to, freshman and junior level geometry, as well as general education mathematics courses at and below the Calculus I level. Must have a Christian commitment and the ability to integrate Christian faith with traditional coursework.

ENGLISH AND HUMANITIES

Assistant Professor of Literature. Qualifications: Ph.D. with a research specialty or teaching expertise in British literature generally, and/or the eighteenth century. Successful candidate may also teach composition, possible surveys outside the applicant's specialty, and a humanities core, which explores the Western tradition as well as select world literature. Must have a Christian commitment and the ability to integrate Christian faith with traditional coursework.

Assistant Professor of Literature. Qualifications: Ph.D. with a teaching concentration in American literature generally, with preferred expertise in the 19th century, and/or the Colonial Period. Successful candidate may also teach composition, possible surveys outside the applicant's specialty, and a multi-course team-taught humanities core, which explores the Western tradition as well as select world literature. Must have a Christian commitment and the ability to integrate Christian faith with traditional coursework.

Humanities/Literature (rank open). Qualifications: Ph.D. with experience teaching a wide variety of periods and genres. Successful candidate may also teach survey literature courses, a team-taught humanities core, and upper division specialty courses. Team teaching in the Supper Honors Programs may also be a part of the successful candidate's job profile. Must have a Christian commitment and the ability to integrate Christian faith with traditional coursework.

Humanities (rank open). Qualifications: Ph.D. with eclectic teaching and research background in literature, history, and philosophy who can help anchor a new humanities core program. Successful candidate may also teach literature survey courses, the humanities core, and upper division specialty courses. Team teaching in the Supper Honors Programs may also be part of the successful candidate's job profile. Must have a Christian commitment and the ability to integrate Christian faith with traditional coursework.

COMPUTER INFORMATION SYSTEMS**Assistant/Associate Professor of Computer**

Information Systems. Qualifications: Ph.D. or DBA in Computer Information Systems, Computer Science or related field. ABD near completion considered. Successful candidate will teach computer

information systems courses at both the undergraduate and graduate levels. Must have a Christian commitment and the ability to integrate Christian faith with traditional coursework.

BUSINESS**Assistant/Associate Professor of Business.**

Qualifications: Ph.D. or DBA in Economics, Finance or related field. ABD near completion considered. Successful candidate will teach macroeconomics, microeconomics and general business courses at the undergraduate level and one course each semester in the MBA program. Must have a Christian commitment and the ability to integrate Christian faith with traditional coursework.

ADULT EDUCATION**Assistant Professor of Human Resources****Management for the Catherine T. MacArthur School of Continuing Education.**

Qualifications: Ph.D., Ed.D. or DBA in management, leadership, adult education, industrial psychology, organizational development or related field required. Business management experience a plus, as well as teaching or training experience. Must have a Christian commitment and the ability to integrate Christian faith with traditional coursework.

Assistant Professor of Human Resources Management for the Catherine T. MacArthur School of Continuing Education.

Qualifications: Master's degree in business or related field, doctorate preferred; with teaching experience and knowledge of adult education principles. Successful candidates will teach courses in A.A. General Studies and in B.S. Organizational Management degree programs. Must have a Christian commitment and the ability to integrate Christian faith with traditional coursework.

Assistant/ Associate Professor in Humanities.

Qualifications: Master's degree in humanities, history, English, literature, or related field, doctorate preferred; with teaching experience and knowledge of adult education principles. Successful candidates will teach liberal arts courses in the MacArthur School of Continuing Education's A.A. in General Studies degree program. Must have a Christian commitment and the ability to integrate Christian faith with traditional coursework.

RELIGION**Pledger Family Chair of Applied Theology.**

Endowed chair with full professor status. Qualifications: Ph.D. in ethics, theology, or a related field with an emphasis on application to contemporary church and post-modern world. Extensive teaching and/or ministry experience is required. Successful candidate will teach courses in applied theology with opportunities for research, writing, and conducting of seminars and workshops. Must have a Christian commitment and the ability to integrate Christian faith with traditional coursework.

Assistant Professor of Ministry.

Qualifications: Terminal degree in and several years of experience in church-based ministry. Previous experience teaching at the college or seminary level is

required. Primary teaching discipline is Christian social ministry. Additional education background and ministry experience in one or more of the following areas are helpful: practical theology, Christian leadership, youth ministry, and/or Christian education." Must have a Christian commitment and the ability to integrate Christian faith with traditional coursework.

COUNSELING PSYCHOLOGY**Assistant/ Associate Professor of Counseling**

Psychology. Qualifications: Ph.D, Ed.D or Psy.D in Counseling Psychology, Student Development, Gerontology, or a related field and three years of post-doctoral experience. Successful candidate will primarily teach courses in a graduate counseling psychology program with three tracks: mental health, marriage and family, and school counseling. Must have a Christian commitment and the ability to integrate Christian faith with traditional coursework.

ATHLETIC TRAINING/PHYSICAL EDUCATION**Assistant/Associate/Professor of Athletic Training and Physical Education,**

Qualifications: Terminal degree in physical education or related fields with ATC/L. ABD considered. Responsibilities include teaching undergraduate courses in athletic training and physical education, providing leadership to the developing program in athletic training, advising students, serving on committees, and athletic training. Must have a Christian commitment and the ability to integrate Christian faith with traditional coursework.

LIBRARY

Archivist. Qualifications: A graduate degree in library science from an ALA-accredited institution; understanding of and commitment to accepted protocols for arrangement, description, cataloging, and preservation of archival materials.

Responsibilities partially include development and implementation of collecting policies for archival materials; identification of materials for acquisition; collection, organization, preservation, and description of the official records of the College; management of the archives and other special collection; other library services as assigned by the Director of Library Services.

PROFILE OF THE INSTITUTION

Palm Beach Atlantic College is an urban, Christian institution with a Carnegie classification of MA I. Through its seven schools, the college awards baccalaureate and master's degrees and one doctoral degree in fields in the liberal arts and selected professional programs.

APPLICATION PROCESS

Send (1) a letter of application, (2) a curriculum vitae, (3) three professional references, and (4) a statement describing reasons for seeking a position in a Christian college to Gary Weedman, Provost, Palm Beach Atlantic College, P.O. Box 24708, West Palm Beach, FL 33416-4708. Appointments begin in the fall, 2001. The application process remains open until the position is filled. To learn more about Palm Beach Atlantic College, visit the web site at <www.pbac.edu>.

Names & Faces



Armes Named President of Wayland Baptist University Wallace E. Davis to Serve as Chancellor

Paul W. Armes was unanimously approved as 12th president of Wayland Baptist University November 30, 2000 by the school's Board of Trustees.



Paul W. Armes

Armes served as president of San Marcos Baptist Academy since June 1996. Reared in Fort Worth and El Paso, he holds a bachelor's degree in religion from Baylor University and a Master of Divinity and a Doctor of Philosophy degree from Southwestern Baptist Theological Seminary. Armes also has done post-graduate study in education administration at Southwest Texas State University.

Prior to his administrative position, Armes pastored First Baptist Church in Corpus Christi from 1987-1996, helping lead a building and remodeling project and two major fund-raising campaigns.

Armes served as pastor of Oakwood Baptist Church in Lubbock from 1983-87, as well as Oakwood Baptist in Kansas City, Mo., Big Springs Baptist Church in Garland and Agee Baptist Church in Hamilton.

Armes served from 1994 to the present as Doctor of Ministry Field Supervisor for Southwestern Seminary. During the 1970s, Armes was a part-time teaching fel-

low in Old Testament for the seminary. He also has taught adjunctly at Howard Payne University's Corpus Christi Center and at Wayland's Lubbock campus. He has had articles published in *The Biblical Illustrator* and has written Sunday School lessons for *The Baptist Standard*.

Active in the Baptist General Convention of Texas, Armes has served previously as a member of study and search committees, planning councils and the State Missions Commission. He served as a trustee at San Marcos Academy for eight years prior to taking the helm there.

He and his wife, Duanea, have two daughters.

Armes is slated to take office on Feb. 1, 2001. The recommendation to hire Armes came from a presidential search committee formed in July, after trustees voted to reorganize into the Wayland Baptist University System and named then-president Wallace E. Davis, Jr. to the position of chancellor.

Under the new alignment, Davis will serve under the trustees and oversee the system, while Armes will oversee matters relating strictly to the Plainview campus, which serves as system headquarters.

Bill Hardage, who has served as provost and previously as vice president of academic services, will assume the position of vice chancellor. ■

lor of education **Glenn Jackson** writes a new column in the *Knoxville Discovery* newspaper and the *Creation Matters* newsletter.

Cumberland College: Education professor **Kwabena D. Ofori-Attah** presented a paper at the second annual Symposium on the Scholarship of Teaching.

East Texas Baptist University: **Sarah Watson**, assistant English professor, presented a paper entitled "Novalee Nation Arrives in the Territories: American Studies Engage *Where the Heart Is*," at the annual meeting of the American Studies Association of Texas.

Georgetown College: **Alma Hall**, assistant professor and chair of the communication arts department, received the Public Advocate's Award from the Kentucky Department of Public Advocacy.

Hardin-Simmons University: **Mary Christopher**, assistant professor in the Irvin School of Education, was elected regional director for the Texas Association of Gifted and Talented. **Lawrence Clayton**, dean of the college of liberal arts and professor of English, published a book, *Tracks Along the Clearfork: Stories from Shackelford and Throckmorton Counties*. **Donna L. Clevinger**, head of the department of theater, was selected for Leadership Texas, a program for women leaders. **Chris Kelly**, manager of information services, wrote an article that was published in *Car Craft* magazine.

Ronald Prevost, professor of church ministry and coordinator of special academic programs, served on a plenary panel at the national meeting of the Association of Professors and Researchers in Religious Education and the Religious Education Association. He continues to serve as associate editor of their jointly-sponsored journal *Religious Education*. **Charles R.**

Richardson, director of media relations, published a book, *True Servant Leader: James H. Landes*. The three authors were recognized for their works by the Friends of the Abilene Public Library.

Mercer University: **Linda R. Adkison**, associate professor of basic medical sciences, was named to a two-year term on the Women in Medicine Coordinating Committee for the

(continued on next page)

People

Averett College: **Alfred A. Boulton**, professor of business administration, and **Steven Cates**, adjunct professor of business, spoke at the Western Academy of Management, Shizuoka International Management Conference in Shizuoka, Japan, July 7- July 12, 2000. **Richard Ferguson**, associate professor of physical education, wellness and sport science, placed first in the master's division and first overall, setting a new course record in the "La Ronde Des Lyse," a 14-kilometer mountain race July 30, 2000 in Eyne, France. **John Laughlin**, professor of religion, wrote an article, "First Century Damascus," that was published in the fall

2000 issue of *Biblical Illustrator*.

Belmont University: **Evans P. Whitaker**, vice president and professor of management in the college of business administration, received the H. S. Warwick Award and the John Grenzabach Award from the Washington, D.C.-based Council for Advancement and Support of Education. His dissertation was the first double-award winner in the program's 14-year history.

Brewton-Parker College: President **David Smith** is developing a series of "Explore the Bible" lessons for LifeWay Christian Resources Bible study quarterlies.

Campbell University: Associate professor of religion **Wayne Ballard** was named associate editor of *The Review and Expositor*, a theological journal.

Carson-Newman College: Assistant profes-

People . . .

(continued from previous page)

Association of American Medical Colleges.

Horace Cutler, senior research professor and director of Natural Products Discovery Group, received the Distinguished Service Award for excellence in service to the Plant Growth Regulation Society of America. He and **Stephen Cutler**, associate professor of pharmaceutical sciences, also received the Valent Biosciences Award of Excellence. **Jeff Denny**, assistant professor of mathematics, was selected as an ExxonMobil Project NExT fellow for 2000-01. Project NExT (New Experiences in Teaching), supported in part by Exxon Education Foundation, is a Mathematical Association of America program designed for new faculty in the mathematical sciences. **John Dunaway**, professor of foreign languages and literature, was featured in two television programs of "The Church and Culture"—the first concerned the fiction of Nobel Prize-winning French writer Francois Mauriac, and the second focused on the fiction of French-American novelist Julian Green. **Robert G. Gardner**, senior researcher in Baptist history, Jack Tarver Library, published "Starting and Maintaining an Archives in Your Church" in *The Journal of Florida Baptist Heritage*. **Michael W. Jann**, professor of pharmacy practice, received a \$305,000 grant from Pfizer to conduct a study on the treatment of chronic pain associated with shingles. **Hewitt W. "Ted" Matthews**, dean and professor of pharmaceutical sciences, was elected founding chair of the Board of Directors of the National Pharmaceutical Association Foundation and was named as an outstanding leader in pharmacy by the Georgia Pharmacy Association. **Cheryl Reagan**, assistant dean for administration and financial management, school of medicine, was elected chair of the 2002 Southern and Northeastern Region Joint Summer Meeting of the Association of American Medical Colleges' Group on Business Affairs. **O. Southern Sims, Jr.**, professor of developmental and educational psychology, school of education, published "Children's Worship: Empirical Research Findings on the Children's Sermon and Suggestions for Implementation" in the *Review and Expositor*. **W. Douglas Skelton**, senior vice president for university research and health affairs and dean of the school of medicine, was elected chair of the American Medical

Association's 600-member Section on Medical Schools. **Earl S. Ward**, associate dean for health and administrative services and professor of pharmacy practice, received a \$25,000 grant from Glaxo Wellcome to develop a program for Medicaid consultants and public policymakers.

Missouri Baptist College: **Gary Beall**, professor of chemistry, presented the keynote address at the "Nanocomposites 2000" conference in Brussels, Belgium. **Tige Bennett**, professor of communications, received the 2000 Governor's Award for Excellence in Teaching. **Andy Chambers**, dean of students, published "Managing God's Assets," a five-lesson series on biblical stewardship in the winter 2000 issue of *Advanced Bible Study*. He also wrote "Jews in Asian Cities" for *Biblical Illustrator* and "What's Right and What's Wrong" for *Life and Work Teacher Edition*. **John Han**, assistant professor of English, received the Emerson Electric Award for his commitment to students and his dedication to Christian education. **Ray Killebrew**, professor of communications, wrote an article entitled "Web-Savvy Seniors," published by *Baptists Today*. **Samford University:** **Tom Woolley**, professor in the school of business, was named Alabama Professor of the Year for 2000 by the Carnegie Foundation for the Advancement of Teaching.

Southwest Baptist University: **Harlie Gallatin**, chair of the department of history and political science and senior professor of history, received the Missouri "Excellence in Teaching" award.

University of Mary-Hardin Baylor: **Steve Alexander**, biology department, published a book, *Microbiology: A Photographic Atlas for the Laboratory*. **Rick E. Schroeder**, associate professor, department of health services management, published an article in the *Journal of Healthcare Financial Management* entitled "Objective Risk Adjustment Improves Calculated ROI for Capital Projects." **Michael Thomas**, professor and chairperson of the modern foreign languages department, published a book, *iDe viva voz!*, a textbook for higher education. **Larry R. Woodward**, assistant professor of finance, wrote an article, "The Effect of the Tax Reform Act of 1986 and Overbuilt Markets on Commercial Office Property Values," that was published in the *Journal of Real Estate Research*.

Virginia Intermont College: President **Gary**

M. Poulton published an article entitled "A Supreme Court Appeal" in *Biblical Illustrator*. English program coordinator **Allen Pridgen's** "Walker Percy's Sacramental Landscapes: The Search in the Desert" was published by Susquehanna University Press. **Wayland Baptist University:** **Shelley Tapp**, chairman of the division of business, co-authored a paper, "Datalist Corp.: The Sales Rep's Decision," that was accepted at the North American Case Research Association conference. ■

Transitions

Baylor University: **Reagan Ramsower**, professor of information systems and associate dean for technology in the Hankamer School of Business, was appointed associate vice president and chief information officer. **East Texas Baptist University:** **Rose Mary Magrill** retired as director of Jarrett Library after 13 years. **Cynthia Peterson**, former director of library services at Bluefield College in Bluefield, Va., was named director of Jarrett Library. **Hardin-Simmons University:** **B. W. Aston**, senior professor of history and director of the Rupert Richardson Center, was named associate dean of the college of liberal arts. **Mid-Continent College:** **Charles W. Ford** was named executive vice president/assistant to the president, and **Brenda J. Rowland** was named vice president for business services. **Mississippi College:** **Marcelo Eduardo** was promoted from associate dean to dean of the school of business. ■

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Gifts & Grants



Mercer to Share \$123 Million Gift of Property with LaGrange

Remer H. and Emily Fisher Crum donated 83-acre Century Center Park, one of Atlanta's prime office parks, to Mercer University and LaGrange College. Mercer president R. Kirby Godsey said, "This gift will make a tremendous impact on future generations of students and will help to preserve the kind of quality higher education the Crums have found at both these institutions."

Mike Curb Donates \$10 Million to Belmont University

Music executive Mike Curb, chairman of Curb Records is donating \$10 million to Belmont University through the Mike Curb Family Foundation. The gift announced January 12 will expand the educational opportunities for the Mike Curb School of Music Business at Belmont and will fund the construction of the Curb Events Center. The 5,000 seat center will provide a venue for athletic events, graduation ceremonies, and concerts. The center also will be home court for the TAAC NCAA Division 1 Belmont Bruins basketball and volleyball teams and will feature superior acoustics and equipment for recording live concerts.

\$3.3 Million in Gifts to Fund Center, Toyota Gives \$500,000

A roster of contributors donated funds to establish the Center for Commerce, Language and Culture at Georgetown College. Partners include Toyota, which donated \$500,000 as well as Thomas & King, Inc., the Wayne Shumate Family, Steelcase, marchFirst, Kentucky Utilities/LG&E, Host Communications, Vuteq, the U.S. Department of Commerce and several individual contributions. Total pledges and donations received to date total more than \$3.34 million.

\$2.3 Million in Gifts to CSU Funds New Campus Facilities

Charleston Southern University has received three major gifts totaling 2.3 million for campus facilities.

Patricia Brewer and their son Brad, of Lancaster, S.C., designated their gift for the \$1.4 million student activities and wellness center. CSU Trustees have voted to name the facility The Brewer Center

Dr. and Mrs. W. Floyd Whitfield of Charleston donated funds to underwrite the construction costs of the newly constructed athletic facility

Jeff and Bernice Whittington of Little River, SC, have donated funds to underwrite the new multipurpose academic building.

The facility will be named Whittington Hall and will house the University's music department, classrooms, rehearsal facilities and practice areas.

Lilly Grants \$2 Million for Baylor Theological Initiative

Baylor University received a \$2 million grant from Lilly Endowment, Inc. to begin or enhance programs that encourage young people to consider ministry as a career or to consider faith commitments in whatever career they choose. The program, "Baylor Horizons: An Exploration of Vocation for a Life of Service," will implement 13 comprehensive projects from new student orientation to internships in area churches.

\$1.45 Million Gift to Averett to Fund Learning Institute

The E. Stuart James Grant Charitable Trust donated \$1,456,250 to Averett College. The majority of the funds will be used to establish the Institute for Learning and Research in Danville and to

equip Averett's classrooms and train the college's faculty in the use of the latest technology. The remaining \$225,000 will support Averett's athletic complex and other campus improvements.

East Texas Baptist Receives \$1 Million for Football Stadium

Joseph Z. and Louise Ornelas donated \$1 million for construction of a football stadium at East Texas Baptist University.

Brown Foundation Contributes \$350,000 for Science Facilities

The James Graham Brown Foundation of Louisville, Ky. awarded a \$350,000 grant to Georgetown College to begin upgrading science facilities.

The grant will enable the college to upgrade the computer lab in Asher Science Center; to improve facilities in the math/physics/computer science department; to complete funding of a Nuclear Magnetic Resonance Spectrometer for the chemistry department that will allow qualitative and quantitative study of organic molecules; and to help Georgetown attain Phi Beta Kappa standards.

UHMB Receives \$250,000 Grant from Anderson Foundation

The University of Mary Hardin-Baylor recently received a grant for \$250,000 from the Andersen Foundation, Bayport, Minnesota, that will be used toward the construction of the Parker Academic Center.

The 40,000-square-foot academic center will provide accommodations for both the schools of business and education. The Parker Center is a project in UMHB's capital and endowment campaign, "Challenge Beyond 2000." ■

DEVELOPMENT

Campbell University: Mrs. Mescal Swaim Ferguson posthumously donated \$100,000 to fund a pharmacy school scholarship.

Howard Payne University: The Hillcrest

Foundation of Dallas donated \$50,000 to help fund a central power plant.

Palm Beach Atlantic College: The school of pharmacy received a three-year grant of \$75,000 from Publix Super Markets Charities.

Samford University: The Lilly Fellows Program National Network Board donated

\$56,000 to Samford professors H. Hugh Floyd and Penny Marler to fund a seminar for college teachers.

University of Mary Hardin-Baylor: The E. Rhodes and Leona B. Carpenter Foundation of Temple contributed \$50,000 to help with construction of a new convocation/wellness center. ■

COMMENT: The Value of International Involvement

Bob R. Agee, Executive Director, ASBCS



Recently I was asked to speak to a task force on the globalization of education at the Council for Christian Colleges and



Bob R. Agee

Universities. It provided an opportunity to bring my information up to date on what our schools are doing around the world through CGE and to share that information with the group. The task force was made up of educational leaders from a variety of entities including foundations, state universities, and CCCU leadership. They are to be commended for their interest in expanding the involvement in international settings of member schools.

The information I shared is really amazing. The 48 schools that make up the Consortium for Global Education are making a difference around the world and in doing so are making a tremendous impact on the global sensitivities of students, faculty and staff. Dr. Carolyn Bishop reports that we are involved in 413 programs in more than 60 countries. We have partnership relationships with 151 institutions scattered around the world. Our schools have helped establish

new institutions in key places, and we have strengthened the educational programs of established institutions in numerous nations. We helped the nation of Somaliland rewrite education policy after the coup destroyed the educational infrastructure of that nation. We have recently been approached by the government of North Korea to help them with special educational needs. Presidents, chief academic officers, faculty and other staff have traveled with Dr. Bishop to strategic places around the world to open doors for educational partnerships.

During my 16 years as president of Oklahoma Baptist University, we placed a major emphasis on global involvement. We were involved in programs and relationships in China, Russia, Hungary, Brazil, Venezuela, India, Zimbabwe, Argentina, Malawi, England and several other countries. In each of my last four years as president we commissioned more than 200 students, faculty and staff for summer missions, many of whom were engaged in international activity.

The impact on our entire campus

was amazing. Our faculty and students became increasingly interested in finding more ways to be meaningfully involved in learning and serving in global settings. Donors, local churches and the state convention took great pride in our involvement and looked for ways to help make the projects happen. The more people learned of our programs and endeavors,

the more they prayed for us and told others about what we were doing. It became an important aspect of our reputation.

Our schools that are part of CGE are to be commended for their dedication and for the priority they are giving

to the globalization of the educational experience. Our activity has great significance for our campuses and for the Kingdom enterprise. It's worth our efforts to recruit students and faculty and to raise money to make things happen. This issue is dedicated to the emphasis on global involvement. It is a joy to be part of a family of schools that care about their world and try to do something to make a difference in that world. ■

Our activity has great significance for our campuses and for the Kingdom enterprise.

CAMPUS REPORT

(continued from page 9)

science and programs focusing on philosophy, politics and economics and interfaith and cross-cultural studies to the Center's academic focus.

Georgetown also joined a national pilot program to promote tolerance and appreciation of diversity in schools. "Communicating Common Ground" is the first national service-learning initiative to unite college students, faculty and community groups in providing multicultural education to elementary and high school students.

Howard Payne University: Howard Payne was accepted for membership in the Council for Christian Colleges and Universities, a professional organization of Christian academic

institutions that provides support for institutions seeking to integrate biblical faith, scholarship and service.

Louisiana College: Louisiana College was listed in the fifth annual report of America's 100 Best College Buys. To be considered for inclusion in the report, an institution must be an accredited, four-year institution offering bachelor degrees; offer full residential facilities including residence halls and dining services; have had an entering freshman class in the fall of 1999 with a high school grade point average/SAT/ACT score equal to or above the national average for entering college freshmen; and have an out-of-state cost of attendance in 2000-01 for three quarters or two semesters below the national average cost of attendance or not exceeding the national average cost by more than 10 percent.

Mid-Continent College: Mid-Continent

College unveiled a new curriculum that gives all students the opportunity to travel as a regular part of their college education by including the cost of travel study in student tuition.

Also, funding was approved for completion of the new Cougar Center, a 14,000-square-foot building that will be used primarily for student recreation activities and that will contain offices for the athletic department and other departments.

Samford University: The U.S. Department of Education presented its first National Award for Effective Teacher Preparation to Samford University's Orlean Bullard Beeson School of Education and Professional Studies.

Samford was recognized for its Elementary Education program, which has undergone extensive revision since 1993, according to Dean Ruth C. Ash. The new approach is based on responding to the real needs of today's schools. ■

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